

Recent Research on English Learners: Implications for Instructional Policy



Some of the Findings
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What Does the Research Say about Early Identification?



- For ELLs, as for Native speakers, phonological processing measures are **excellent** predictors of potential *at risk* status
- Oral language proficiency measures (English) are **poor** predictors of subsequent reading performance

Other Relevant Findings



- English language proficiency **does** play a strong role in **discourse comprehension**
- Geva and Wade-Wooley (1998) conclude:
 1. No need to wait until students have good oral proficiency in English before teaching reading
 2. No need to wait until students are proficient in English before screening for students who may need extra support

Findings in Context



- *Note:* Phonological processing can be assessed in either English or Spanish.
- *Note:* This body of research does not address what is the best language of instruction to use in beginning reading for ELLs.

Phonological Awareness

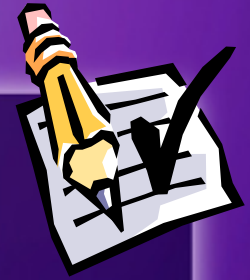
- Phonological processing of ELL students can develop at a **higher** performance level than their English-speaking peers.
- ELL students tend to attack sounds in a more strategic fashion, possibly because they have a heightened attention to sound (*Morris et al., in preparation*).
- Phonological awareness transfers across languages; however this may not always be the case with decoding/word attack abilities.

Replication of These Findings on Reading



- Chiappe, Siegel, & Wade-Wooley, 2002, *Scientific Studies of Reading*
- Gersten, Baker, Haager, & Graves, 2005, *Remedial and Special Education*
- Comparable research from Holland by Verhoeven and colleagues

Instructional Guidelines



- To explicitly teach syntactic conventions of English language along with reading development
- For children to learn English as they learn how to read, and acquire skills in a similar fashion to ELLs (yet alphabetic knowledge seems to facilitate PA in English; teachers need to be aware of this)
- Phonemic awareness can be linked to brief vocabulary mini-lessons on words used in practice (e.g., mud, top) (*Baker, Gersten, Haager, & Dingle, in press*)

Instructional Guidelines



- General principles of effective vocabulary instruction hold true for ELL students (*Beck, McKeown, & Kucan, 2002; Carlo, McLaughlin, Snow, & August, 2003, Reading Research Quarterly*).
 - Multiple exposures
 - Multiple modalities
 - Different media presentations
 - Systematic and cumulative review
 - Contextualized approach (e.g., Read Alouds are promising)
 - Semantic connections

English Language Learners
Teach them, they will learn!

Alejandra Rodríguez-Galindo

Our Focus

- English language learners learning to read in English as a second language

We Will Not Cover

- Different bilingual education models (policy issues)
- Different bilingual reading programs (materials)
- Different assessments for English language learners

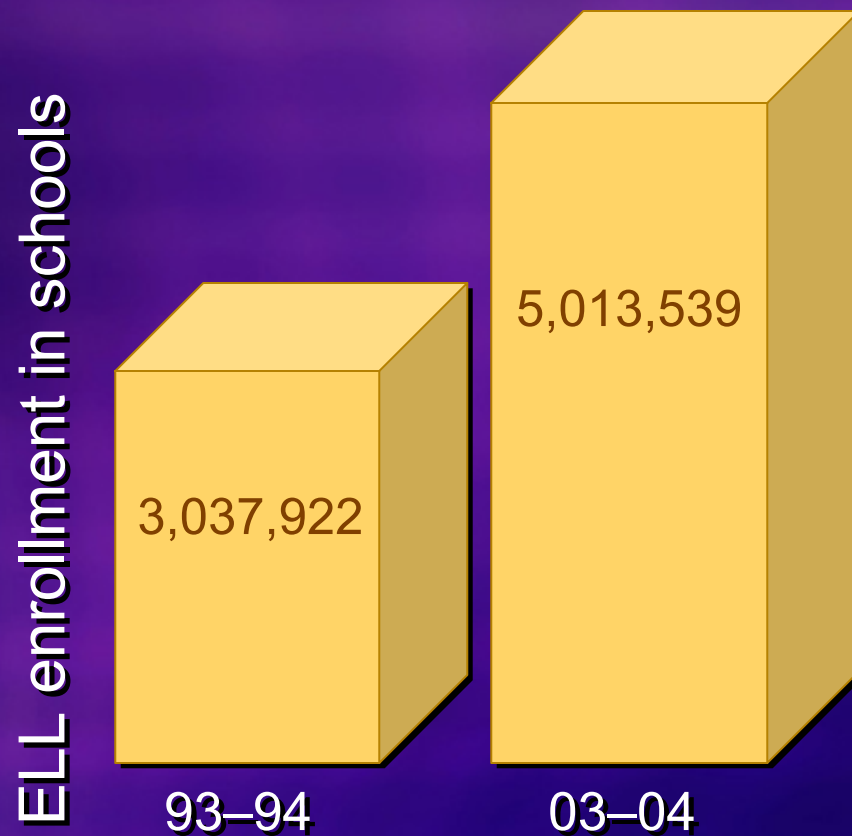
Who are our ELLs?

Students who come from language backgrounds other than English and whose proficiency is not yet developed to the point where they can fully profit from English-only instruction

NRC Report, 1997

- Learners of the English language
- Learning to read in English as their second language

ELLs in Schools



10.1% of public school student enrollment in the 2003–2004 school year

NCELA website

ELLs in Schools (cont.)

- Growing trend represents a challenge for administrators and teachers
 - Meet the different language and learning needs that these students have
 - Teach them how to read and write—skills strongly related to language

ELLs in Schools (cont.)

Who is responsible for teaching
English language learners?

Classroom teacher,
ESL teacher, principal,
coach, interventionist?

Everyone

ELLs in Schools (cont.)

- How do we help ELLs learn to read?
- As educators we need to be aware of:
 - Social issues: low SES, immigrant status, previous poor-quality teaching, home circumstances
 - Language issues: ELLs are learning how to manage a new language in an academic context: ENGLISH AT SCHOOL
 - Instructional delivery issues: implementing effective practices **MAKES A BIG DIFFERENCE**

Language Issues

It's a problem with lack of comprehension...

- ELLs might not understand directions used in the classroom
- ELLs might not hear or understand certain English sounds
- ELLs might not understand common idioms such as “make up your mind,” “let’s hit the books,” etc.
- ELLs might not understand the language used for instruction

Language Issues (cont.)

...but it's also a problem of language production

- ELLs might have mispronunciations, etc.
- ELLs might be at different levels of English proficiency
- ELLs might not be able to produce English language in a way that allows them to fully participate in the learning process

Language Issues (cont.)

English language learners
might “disappear” from classrooms



Instructional Delivery Issues

- ELLs can learn, and will learn, if the instruction we provide them is carefully designed, delivered, and monitored, and addresses specific language development needs
- Language issue is not a potential issue

We can learn!



Our Goal

Accelerate students' acquisition of English—not only conversational skills—but also higher level academic language competencies

ELLs in School

- Consider your knowledge of the stages of language development
 - How much can they understand and how much they can produce
 - Different purposes of language in school
 - Conversational skills take less time to develop than academic language skills

English Proficiency Levels

Beginner	Intermediate	Advanced
<ul style="list-style-type: none">• Little or no English proficiency• English sound system is new to them• Comprehend little• Silent period	<ul style="list-style-type: none">• Oral (social) skills in English—able to converse and comprehend• Minimal reading and composition skills in English at grade-level	<ul style="list-style-type: none">• Understand and speak English fluently, with some difficulty reading and writing in English
They can... <ul style="list-style-type: none">• quickly connect familiar concepts• point, draw, match, select, circle, state, choose, act out, label, name, list, repeat	They can... <ul style="list-style-type: none">• quickly transfer reading and writing skills into English• recall, retell, define, describe, compare, contrast, summarize, restate	They can... <ul style="list-style-type: none">• analyze, create, defend, debate, evaluate, justify, support, explain

BICS: Basic Interpersonal Communication skills

Approx. 2 years

CALP: Cognitive Academic Language Proficiency

Approx. 5-7

Stages of Language Acquisition

Pre-production

Early production

Speech Emergence

Intermediate Fluency

Advanced Fluency

Social Language

Informal, interpersonal Language,
used in social contexts

Examples:

Chatting out on the playground
Buying groceries in a store
Asking permission to leave the room
Telling someone to be quiet
Listening to a story with lots of
pictures and repetition
Talking about what one sees in a
familiar picture

**Basic Interpersonal
Communication skills BICS**

Academic Language

Language used for learning in a
school setting

Examples:

Listening to complex instructions
Listening to a lecture
Participating in a discussion about
an abstract or unfamiliar subject
Reading and writing almost anything
Taking a test in one of the traditional
formats
Doing workbook exercises

**Cognitive Academic
Language Proficiency CALP**

ELLs in School

- Attend to both oral language development (conversational and academic) and reading skills
- Align the instruction in ELL, ESL, and general education classrooms
- Ensure that ELLs participate in supplemental and intervention programs
- Use ongoing assessments
- Have high expectations—fight the “pobrecito” syndrome
- Provide ELLs with challenging and engaging learning experiences

(August & Hakuta, 1997; Berzins & Lopez, 2001)

ELLs Learning to Read

“[reading] is essentially the same [process] whether reading English as a first or a second language. In other words, both first and second language readers look at the page and the print and use their knowledge of sound/symbol relationships, word order, grammar, and knowledge about the text’s topic and structure along with their linguistic knowledge and reading strategies to arrive at an interpretation and to achieve their purpose for reading.”

(Peregoy & Boyle, 1999, p. 259)

ELLs Learning to Read

Both first- and second-language readers require...

- alphabetic understanding
- decoding skills
- automaticity of sight vocabulary
- overall fluency
- development of metacognitive strategies to foster fluency and comprehension
- engagement in extensive reading

(Adapted from Lenters, 2004.)

ELLs Learning to Read (cont.)

Second-language readers face unique challenges

- Sound/symbol dissimilarity or interference
- Vocabulary constraints
- Limitations due to background knowledge
- Difficulties with text structure

(Adapted from Lenters, 2004)

Reading Instruction for ELLs

If first and second language learners follow similar paths when developing literacy skills, then we need to integrate...

- our knowledge of effective scientifically based reading instruction and
- sound language development strategies

into the reading instruction of English language learners

Reading Instruction for ELLs (cont.)

- High-quality instruction that is explicit, systematic, and carefully designed and implemented will have a positive result on the reading achievement of English language learners
- It's not what we know, it's what we do!

Reading Instruction for ELLs (cont.)

- Updated, invigorated approach to ELLs' schooling
- A campus- or district-wide commitment to ELLs
- Well-informed administrators who seek social, academic, and linguistic development of ELLs
- A language-oriented and challenging academic curriculum
- Consistent, congruent, and comprehensive instruction

(Mohr, 2004)

Essential Reading Components and English Language Learners

Phonemic Awareness

English Language Learners

Phonemic Awareness and ELLs

Capitalize on native oral language ability

ELLs might have developed PA skills in their native languages that can be transferred across alphabetic languages

- Help ELLs transfer the PA skills they have developed in their native languages to English
- Listen to the sounds that ELLs can produce and identify

Phonemic Awareness and ELLs (cont.)

Accept oral approximations

- Be aware of differences in pronunciation
- ELLs may apply knowledge of their native languages to produce English sounds

Phonemic Awareness and ELLs (cont.)

Provide instruction to develop elements that are unique to English

- Learn about students' native languages
- Begin with commonalities
- Listen carefully to the sounds that ELLs can produce and identify easily, and the ones that seem to be more problematic
- Be explicit when teaching letter combinations and sounds that do not occur in ELLs' native languages

Phonemic Awareness and ELLs (cont.)

Scaffold English language development when developing PA

- Provide a meaningful context
- Make sure students know the meanings of the words—phonological tasks with unknown words are more difficult
- Make sure students know function words such as *stretch, blend, identify, segment, separate*
- Use manipulatives (chips, coins, beans)
- Clap, stomp, and move things around to make sounds less abstract

Phonemic Awareness and ELLs (cont.)

Scaffold English language development
when developing PA

stretch



blend



Phonemic Awareness and ELLs (cont.)

“Today we are going to play a game with sounds and with M&M’s that are going to represent these sounds. We can’t grab sounds, they fly away once we say them so we are going to use M&M’s to represent them.

We are going to segment a word into its different sounds. Segmenting means to break apart. We are going to break a word apart into its different sounds.



Look at me as I do the first one.

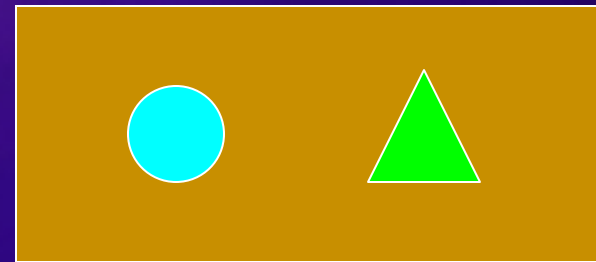
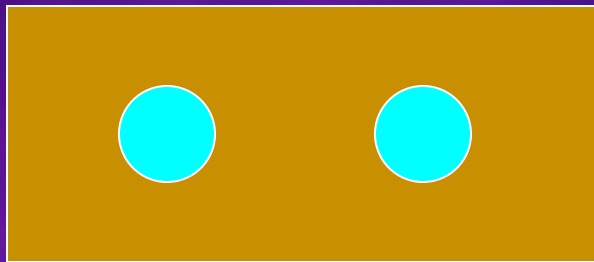
I am going to say the word “kit.” Do you know what a kit is? A kit is like a package that has everything ready to do something. Some women have make-up kits in their purses so they can apply make-up. Now, I am going to move one M&M for each sound of the word kit. Look at what I do: /k/, /i/, /t/.”

Phonemic Awareness and ELLs (cont.)

- PA instruction helps all students
- ELLs do not have to be proficient in English to benefit from developing PA skills
 - Teach them how to blend sounds into words, segment words into sounds, isolate sounds and syllables, and manipulate phonemes
 - Provide them with many opportunities to listen to models and practice

Activities

Response cards



(Adapted from Maria Elena Argüelles, 2005)

Activities—Picture Cards



●It's not what we know, it's what we do!

BE AWARE

LISTEN

BE EXPLICIT

TRANSFER

Phonics & Word Study

English Language Learners

Phonics, Word Study and ELLs

“Systematic phonics instruction can enable second-language learners to acquire word recognition and decoding skills in their second language to a relatively high level, despite the fact that their knowledge of the second language is still limited.”

Cummins, 2003, pg. 10

Phonics, Word Study and ELLs (cont.)

BUT we can't forget about meaning,
comprehension and language
development.

We have to make sure that English
language is developed at the same time.

Phonics, Word Study and ELLs (cont.)

Capitalize on students' native language reading ability

- Informally assess what they know about letters and sounds

Phonics, Word Study and ELLs (cont.)

Capitalize on students' native language reading ability

- Teach them how to transfer what they know from one language to another
- However, there are differences!
 - Decoding in Spanish is quite clear
 - Decoding in English is not that clear—students need to be more flexible

Phonics, Word Study and ELLs (cont.)

Spanish readers need to be flexible
readers of English

camino = c+a = ca, m+i = mi, n + o = no
ca + mi + no = camino

boat = /bot/, /boat/, /bōt/

Phonics, Word Study and ELLs (cont.)

Explicitly teach English-specific structures and rules

- Ensure that ELLs have English print awareness
- Focus on the specific decoding rules in English
- Explicitly teach English letter-sound correspondences and word patterns
- Take advantage of consistent spelling patterns so students can learn to read words by analogy

Phonics, Word Study and ELLs (cont.)

Do not identify inability to pronounce a word or non-native pronunciation of a word as a reading error or lack of phonics knowledge.

Phonics, Word Study and ELLs (cont.)

- English consonant sounds that also exist in Spanish
 - /n/, /p/, /k/, /f/, /y/, /b/, /g/, /s/, /ch/, /t/, /m/, /w/, /l/, /h/
- Shared consonant blends
 - pl, pr, bl, br, tr, dr, cl, cr, gl, gr, fl, fr
- Difficult consonant English sounds
 - /d/ can be pronounced as /th/
 - /j/ juice, /r/ rope, /v/ van, /z/ zipper, /sh/ shell, /zh/ treasure, /th/ thin
- English consonant blends not present in Spanish
 - st, sp, sk/sc, sm, sl, sn, sw, tw, qu (kw), scr, spr, str, squ
- English vowel sounds not present in Spanish
 - *man*, *pen*, *tip*, *up*
 - -r controlled vowels
 - schwa sound
 - *caught*, *could*, *use*
- Challenging final English sounds
 - rd, st, ng, sk, ng, z, oil, mp, dg

Adapted from Helman, 2004

Phonics, Word Study and ELLs (cont.)

- Ensure that children understand the words they are learning to decode—use words that children have heard many times before
- Build up your phonics instruction with vocabulary instruction
- Provide language support—use visuals

Phonics, Word Study and ELLs (cont.)



ail



m



p



n



s

m

p

n

s

Phonics, Word Study and ELLs (cont.)

Combine phonics instruction with English language development by using visuals.



m ail



p



n



s

Phonics, Word Study and ELLs (cont.)

Remove the visuals
once ELLs know
the meanings of
words.

m

ail

p

n

s

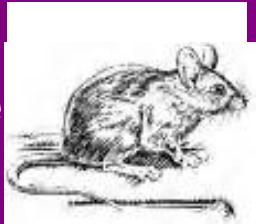
Phonics, Word Study and ELLs (cont.)

-i_e

pine



mice



-igh

high



light



-ie

pie



tie



Phonics, Word Study and ELLs (cont.)

-i_e	-igh	-ie
pine	high	pie
mice	light	tie

Phonics, Word Study and ELLs (cont.)

stump



Use pictures to show the meanings of words.

skate



Remove the scaffold as soon as possible.

Phonics, Word Study and ELLs (cont.)

Making Words

k i n g s



a

i

n

e

f

t

d

Phonics, Word Study and ELLs (cont.)

- Teach ELLs irregular words that students will encounter often
- Discuss irregular and regular words

love, dove

≠

cove, hope, toe

Phonics, Word Study and ELLs (cont.)

Discuss word parts students will encounter often

-ed

/t/

passed

walked

hoped

raced

/d/

rubbed

pulled

lived

fanned

/ed/

tasted

padded

●It's not what we know, it's what we do!

BE SYSTEMATIC

CAPITALIZE

EXPLICITLY TEACH

DEVELOP

USE & REMOVE

Fluency

English Language Learners

Fluency and ELLs

- Model, model, model how fluent reading should sound
 - Teacher reading out loud—short passages
 - Echo reading—all together
 - Listening to audiotapes—in a center, at home
 - Computer-based—model of proper phrasing and speed of fluent reading
- Modeling provides examples of pronunciation, prosody, and fluent reading that students can imitate when they read
- Don't forget to model non-examples

Fluency and ELLs (cont.)

Provide multiple opportunities for practice since ELLs often have less opportunity to read aloud in English with feedback

- **Partner reading**—purposefully partnering students to provide ample opportunities for practice (Klinger & Vaughn, 1996)
- **Echo & choral reading**
- **Repeated reading**

Pairing Students for Fluency Practice

Partner reading: purposefully partnering students to provide ample opportunities for practice (Klinger & Vaughn, 1996)

David 123

Jim 94

Kristi 88

Roberto 75

Carina 60

Kumar 55

Pesh 53

John 51

Amy 48

Becky 41

Kumar 55

Pesh 53

John 51

Amy 48

Becky 41

Pairing Students for Fluency Practice

Partner reading: purposefully partnering students to provide ample opportunities for practice (Klinger & Vaughn, 1996)

David

Kumar

Jim

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John

Roberto

Amy

Carina

Becky

Fluency and ELLs (cont.)

Keep the fluency activities **meaningful**.

- Make sure the text you are using is at the independent or instructional level
- Review passages before fluency activities to ensure ELLs understand the selections

Fluency and ELLs (cont.)

Provide structured, explicit instruction in all fluency components.

- Explain the goal and purpose of fluency practices
- Provide immediate feedback
- Make sure students are practicing fluency and understand what they are reading

Fluency and ELLs (cont.)

Focus on English prosody and intonation of words and sentences.

catholic, canary, analogy

*Do **YOU** want to go to the movies tonight?*

*Do you **WANT** to go to the movies tonight?*

*Do you want to go to the **MOVIES** tonight?*

*Do you want to go to the movies **TONIGHT**?*

Fluency and ELLs (cont.)

- Fluency should not be confused with accent.
- Many ELLs will read and speak English with an accent as they are beginning to learn English, and others will have one throughout their lives.
- Students can read fluently in English with a native language accent.

●It's not what we know, it's what we do!

MODEL

REVIEW

PAIR & GROUP

PROVIDE MEANINGFUL
PRACTICE

Vocabulary

English Language Learners

Vocabulary and ELLs

Vocabulary development is one of the greatest challenges of reading instruction for ELLs

- Systematic, explicit, and effectively implemented vocabulary instruction is a MUST for English language learners
- Effective reading teachers of ELLs infuse lessons with vocabulary development

(August, Carlo, Dressler, & Snow, 2005; Gersten & Geva, 2004)

Vocabulary and ELLS (cont.)

Although ELLs might have an extensive vocabulary in their native language, they might know fewer words in English (breadth).

- English speaking students have already learned around 5,000 to 7,000 English words before they begin formal reading instruction in schools (Biemiller & Slonim, 2001).
- Second language learners have not learned that many words in English by the time they begin formal reading instruction in their second language (August et al., 2005).

Vocabulary and ELLs (cont.)

ELLs know less about the meaning of words (depth).

- Not knowing enough about the words: their literal meaning, various connotations, the sorts of sentences the words can be used with, and the rich array of semantic associations such as synonyms and antonyms (Nagy & Scott, 2000)
- Unfamiliar with other meanings of polysemous words: bug, ring, light, hand (August et al., 2005)

Vocabulary and ELLs (cont.)

- ELLs may lack labels in English for concepts they know in their first language
- ELLs and English speakers may have different concepts for the same label
- ELLs might not learn English vocabulary outside of school since home environment might be in another language
- Social English vs. academic English

Vocabulary and ELLs (cont.)

Practices that are effective with monolingual English speaking children are effective with ELLs

- Direct instruction
- Repetition and multiple exposures to words
- Rich, meaningful and engaging contexts and narratives
- Semantic maps and graphic organizers
- Examples and non-examples



Academic English (*Scarcella, 2002*)

- Merge with writing instruction
- Teach words such as “approach”, “assume,” and “in addition” in context of writing
- This anchors the abstract words to something concrete (i.e., how to organize a brief essay or story)

Vocabulary Concepts and Language Development

- Never talk of vocabulary instruction, always **vocabulary concepts**



Vocabulary and ELLS (cont.)

deteriorate



The pages of my grandfather's old book deteriorated with time.

"I would like you to raise your hand if you have ever heard of the word *deteriorate*. Some of you have heard the word and some of you have not. Now, how many of you have some idea what *deteriorate* means?"

Now let's look at some pictures that can help us understand what *deteriorate* means.

Now, I am going to show you a sentence with the word *deteriorate* in it. We will work on our understanding of the word *deteriorate*.

Vocabulary and ELLS (cont.)

deteriorate



“*Deteriorate* means when something is not new anymore but old and in worse shape than before.

For example, the boat has *deteriorated* and is not new anymore. It is in worse shape than it was when it was new.

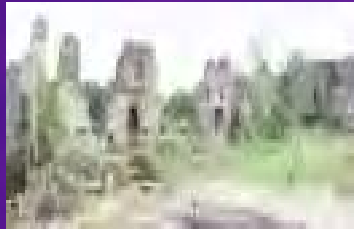
Things *deteriorate* as a result of time and weather conditions.

For example, the salt water and wind have deteriorated the lighthouse.”

Vocabulary and ELLS (cont.)

deteriorate

Tell me three things (different than the pictures) that can *deteriorate*.



To lose its new condition and get in worse shape

Synonyms

weaken
decline
get worse

deteriorate

Antonyms

improve
get better

- My grandma's health has deteriorated in the last year.
- It seems that Joe's friendship with Miguel has deteriorated since they don't speak to each other anymore.

Vocabulary and ELLS (cont.)

- Make your body
 - Wiggle, wriggle, squirm, stretch, twist, shake, contract, uncurl, rise, slouch
- Make your face
 - Frown, sneer, pout, leer, wink, gape, scowl, yawn, chew, stare, wince, grimace, blink
- Make your hands
 - Open, close, clench, grab, stroke, poke, beckon, point, pluck, knead, wring
- Deepen understanding by making sentences, using diagrams, and asking questions

Vocabulary and ELLs (cont.)

Some practices are very important for ELLs

- Take advantage of a student's first language, especially if the student's first language shares cognates with English
- Ensure ELLs know the meanings of basic words
- Provide a meaningful context and guided discussions to learn and review new vocabulary

Vocabulary and ELLs (cont.)

Take advantage of the student's first language

- Is it a matter of learning a new label for a known concept? Do they have this concept in their native language?

mirror, swing, sink

- Is it a matter of learning a totally new concept that they don't know even in their first language?

wicked, projector, development

Vocabulary and ELLs (cont.)

Take advantage of the student's first language, especially if the student's native language shares cognates with English

- Take advantage of many words in school texts that have a Latin origin and that are common words in Spanish: insect, excavate, sufficient, signify, lunar, vendor (Calderón et al., 2005; Carlo et al., 2005)
- Teach students how to look for associations between cognates
 - 10,000 to 15,000 Spanish–English cognates (Nagy, 1997)
 - For elementary students focus on easier to recognize cognates

Vocabulary and ELLs (cont.)

- Ensure that ELLs know the meanings of basic words
 - Abstract words
 - Functional words (this, there, over, here, though)
 - Basic words
- Provide them with abstract academic vocabulary
 - However, nevertheless, as a result, in addition

- It's not what we know, it's what we do!

PROVIDE OPPORTUNITIES

TALK OF VOCABULARY
CONCEPTS

Comprehension

English Language Learners

Comprehension and ELLs (cont.)

- Teachers cannot forget about comprehension instruction for ELLs
- ELLs might have comprehension problems due to lack of vocabulary and background knowledge
- Structural differences between languages can mislead ELLs
- Text structures vary across languages

Comprehension and ELLs (cont.)

Instructional Strategies for Teaching Comprehension

- Using Instructional Routines - thinking before, thinking during, thinking after reading
- Direct Explanation
- Modeling and Thinking Aloud
- Preteaching
- Teaching Useful Linguistic Structures
- Scaffold Learning

(Vaughn & Linan-Thompson, 2004)

Comprehension and ELLs (cont.)

Activate prior knowledge

- Teachers can connect what students already know to what they are going to read by extending prior knowledge and building key concepts and vocabulary
- Teachers can relate text to students' lives
- Text preview: an idea or question that piques students' interest, a brief description of the story organization, and a student and teacher-generated question to guide reading

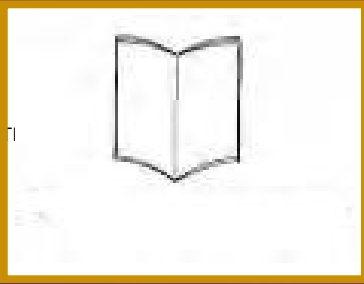
(Vaughn & Linan-Thompson, 2004)

Comprehension and ELLs (cont.)

Direct explanation of strategies to make sense of text

- Modeling and thinking aloud
- Think-alouds are particularly beneficial to ELLs
- Think-alouds make public what strategic readers do when they apply comprehension strategies

Comprehension and ELLs (cont.)



“Jill was running up the street with her mom. She was crying and looking everywhere. She loved Fila so much. Jill wondered if they would ever find her.”



“What happened? Jill is crying. That means that she is sad. It says that she is looking everywhere. I wonder what she is looking for. It says Jill loves Fila and she wonders if they’ll find her. Somebody is missing, but I am not sure if Fila is a person’s name. Jill might have lost her pet.”

Comprehension and ELLs (cont.)

- Preview new vocabulary and new concepts
 - Preteach important vocabulary and linguistic structures
- Summarize frequently
- Monitor comprehension frequently

Comprehension and ELLs (cont.)

Teach useful linguistic structures

- Language issue: provide ELLs the language necessary to effectively engage in the learning experience
 - First, after, then, finally (temporal order words)
 - The cause is..., the effect is...
 - The main idea of the paragraph is..., and one detail in the paragraph is...
 - ... is similar tobecause
 -is different frombecause

(Roit, 2006)

C.A.L.P

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graph TD; CALP[C.A.L.P] --> Cognitive[Cognitive tasks]; CALP --> Academic[Academic Language]; CALP --> Proficiency[Proficiency]; Cognitive --> Explain[Explain]; Cognitive --> Infer[Infer]; Cognitive --> Predict[Predict]; Cognitive --> Analyze[Analyze]; Cognitive --> Compare[Compare/Contrast]; Cognitive --> Cause[Cause & Effect]; Cognitive --> Conclude[Draw conclusions]; Conclude --> Functions[Functions]; Academic --> Texts[Language of texts & tests]; Academic --> Literacy[Language of literacy and formal writing]; Academic --> Narrative[Narrative and expository structure]; Academic --> Syntax[Syntax]; Academic --> Grammar[Grammatical features]; Academic --> Vocabulary[Academic Vocabulary]; Vocabulary --> Forms[Forms]; Proficiency --> Ease[Ease of production & comprehension]; Proficiency --> Discourse[Appropriate discourse style]; Proficiency --> Facility[Facility of language use for a wide range of purposes]; Facility --> Fluency[Fluency];
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Cognitive tasks

Explain

Infer

Predict

Analyze

Compare/Contrast

Cause & Effect

Draw conclusions

Functions

Academic Language

Language of texts & tests

Language of literacy and formal writing

Narrative and expository structure

Syntax

Grammatical features

Academic Vocabulary

Forms

Proficiency

Ease of production & comprehension

Appropriate discourse style

Facility of language use for a wide range of purposes

Fluency



- Explicit instruction on paraphrasing with a lot of practice in pairs

Teaching "Techniques" from *Bongolan* (2005)

Comprehension and ELLs (cont.)

Teach ELLs about expository text structures in English

- Explicitly discuss the different types of texts and their characteristics
- Use graphic organizers to “expose” the structure of expository text
- Teach ELLs the linguistic clues they can use to identify and deal with different expository texts

(Roit, 2006)

Expository Texts

Description	Describes a place, thing, topic, or idea Telling how it is
Sequential	Events, facts, concepts in order <i>First, second, third, then, next, last, before, after, finally</i>
Compare/ Contrast	Identification of similarities and differences <i>Same as, alike, similar to, resembles, compared to, different from, unlike, but, yet</i>
Cause/ Effect	Description of causes and resulting effects <i>If, so, so that, because of, as a result of, since, in order to, cause, effect</i>
Problem/ Solution	Shows a development of a problem and a solution <i>Because, problem, solution, cause, since, as a result, so that</i>

Reading Interventions for ELLs

- Interventions study with ELLs
 - How do we help ELLs struggling to learn to read?
 - How do we adapt an intervention to meet the needs of ELLs?

Reading Interventions for ELLs

- Linguistically diverse students benefit from interventions (both in English and Spanish) that are grounded on SBRR instruction
 - *Denton et al., 2004; Gerber et al., 2004;*
 - *Linan-Thompson et al., 2003; Gunn et al., 2000*
- Supplemental reading instruction seems a viable approach to boost reading achievement of Spanish-speaking students, not needing to wait until they become fluent in English.

Reading Interventions for ELLs

- What are some of the approaches utilized in this study?
 - A previously validated early reading intervention — *Proactive Reading* (Mathes et al., 1999)
 - *Direct Instruction* (Carnine, Silbert, & Kameenui, 1997)
 - Language support for ELLs receiving English reading intervention

Reading Interventions for ELLs

- Some of the procedures used in the interventions are the following
 - Grouping Arrangements
 - Students are placed in groups of 3-5 children, based on assessment.
 - Students with most educational needs are placed in the smallest group.
 - Students are seated close to the teacher so s/he can easily monitor all students during instruction.
 - Multiple Opportunities for Practice
 - The teacher sets a pace that maximizes student attentiveness and minimizes student errors.
 - Students are actively engaged during the lesson through unison oral response.
 - The teacher provides multiple opportunities for practice with sufficient wait time and signals for unison response.
 - Lessons comprise 5-8 short activities that provide for practice on a number of skills/strategies in each lesson.

Reading Interventions for ELLs

- Some of the procedures used in the interventions are the following
 - Teaching to Mastery
 - Students practice in unison until all students master the new skill individually.
 - The teacher monitors progress through individual mastery assessment of each skill taught during the lesson.
 - The teacher determines the specific cause of a student's error and corrects it immediately using an error correction cycle.
 - The teacher models the skill correctly.
 - The teacher leads all of the students in practicing the skill correctly.
 - All students practice the skill in unison.
 - Teacher assesses mastery individually.

Reading Interventions for ELLs

- Some of the procedures used in the interventions are the following
 - Teaching Procedures
 - The teacher models new skills and activities.
 - The students practice with the teacher. The teacher provides immediate feedback.
 - The students practice as a group in unison. The teacher monitors and provides feedback.
 - The teacher recognizes all correct responses and corrects errors immediately.
 - The students demonstrate their understanding of the skill/strategy through individual practice.
 - Phonological awareness, phonics, vocabulary, fluency, and reading comprehension are taught throughout the curriculum.
 - This provides students ongoing opportunities to apply their developing understanding of these components to increasingly challenging texts.

Reading Interventions for ELLs

- Language support provided in this study
 - ESL strategies
 - Storybook read-alouds and story retells

● It's not what we know, it's what we do!

PREVIEW

THINK ALOUDS

TEACH LINGUISTIC STRUCTURES

Part II

General Principles for English Language Learners Instruction

Elements of Effective Instruction

Peas **m**ake **g**reat **i**ce **p**acks.

Elements of Effective Instruction (cont.)

previewing

modeling with think-alouds

guided practice

independent practice

checking for understanding

error correction and feedback

progress monitoring

General Principles for ELL Instruction

Be sensitive to levels of English development.

- Provide “think-alouds” and modeling
- Set clear goals for learning and provide immediate feedback
- Provide opportunities to speak
- Tap students’ prior knowledge

(August & Hakuta, 1997; Cary, 1997; Gersten & Baker, 2002; Gersten & Geva, 2003; Gunderson, 1991; Lenters, 2004; Lira, 2000; Peregoy & Boyle, 2005; Roit, 2006)

General Principles for ELL Instruction (cont.)

- Use visuals, manipulatives, and non-verbal cues
- Teach key vocabulary
- Adjust speech
- Provide practice and application
- Explicitly teach new skills, concepts, and English language structures

(August & Hakuta, 1997; Cary, 1997; Gersten & Baker, 2002; Gersten & Geva, 2003; Gunderson, 1991; Lenters, 2004; Lira, 2000; Peregoy & Boyle, 2005; Roit, 2006)

Think-Alouds and Modeling (cont.)

- Show them how!
 - Don't assume the skill is obvious
- Model new information, don't just explain!
 - Don't just explain decoding rules but model how they are put to use
 - Emphasize what's important about new concepts
 - Flabbergasted vs. surprised; weeping, crying, sobbing

Think-Alouds and Modeling (cont.)

Think-alouds are a powerful way of making public the mental processes that readers follow as they manipulate sounds, decode words, learn words in depth, and comprehend text

- They are a great way to model language
- They have to be appropriate to levels of English proficiency
- Teachers should use natural language

Thinking-Aloud and Modeling: Example

Phonemic Awareness Lesson

“I remember that words are made of individual sounds, and I remember that a couple of days ago we put sounds together to make words. This time I will listen to a word. Then, I will think about the first sound. Once I know the sound, I will say that sound out loud.

Let's see. The first word is *fish*. I listen to the word and think about the first sound. I repeat the word to myself, *fish*. Then I say it slowly so I can hear the first sound, ffffffish. I think about the first sound, /f/, and then I say it out loud, /f/, without saying the rest of the word.”

Clear Goals and Immediate Feedback

- ELLs can get lost in a world of new sounds
- Let students know what the goals are—tell them clearly what's expected of them
 - “Today we are going to learn the sounds of these three letters. You are going to learn how to identify these sounds at the beginning of words.”
 - “Now, we are going to learn how to get the gist of a paragraph. Gist, that's a new word..... We are going to read the paragraph together and then you are going to listen to me as I show you how I use this strategy.”

Clear Goals and Immediate Feedback

Help ELLs complete the tasks correctly

- Correct ELLs as soon as needed
- Provide scaffolding so they complete the task correctly

Clear Goals and Immediate Feedback: Examples

Vocabulary Lesson Within a Read-Aloud

“Today we are going to learn the meaning of three new words and practice using them. First, you are going to listen to these three new words and think about them. Next, I will say the words, explain what they mean, and use them in sentences. After I say and explain each word, it will be your turn to say and explain one of the words.”

Clear Goals and Immediate Feedback: Examples (cont.)

Decoding Lesson

Rafael reads a list of words with the rime *-an*. When he gets to the word *van*, Rafael reads it as *ban*. Rafael did a good job with the activity of putting onsets and rimes together to form words, but he mispronounced the letter *v*.

“Rafael, you did an excellent job reading words with *an* at the end. However, remember that the letter *v* in English is pronounced as this: /v/. Listen to the sound and look at my mouth as I pronounce the word. Say it with me. Let’s say words with *v* and *b* so we can hear the difference.”

Opportunities to Speak

ELLs need multiple opportunities to speak and practice their English and become active participants

- Increase talk time: we can't allow passive and silent students
 - Promote instructional conversations and discussions

Opportunities to Speak (cont.)

ELLs need multiple opportunities to speak and practice their English and become active participants

- Teachers shouldn't refrain from asking ELLs questions even when they might not be able to answer in complete sentences
 - More wait time: "Luis, what is one thing that you have seen deteriorated? Think about it and I will come back to you in a minute."
 - Multiple choice: "What was the mother's reaction in the story when she couldn't see Jimmy in the playground? Was she scared, worried or glad?"

Opportunities to Speak (cont.)

Encourage and scaffold ELLs in giving elaborate responses

- Provide them with language to scaffold their language production
- After giving them time to think, teachers should come back to those students and elaborate on and extend their responses:

“Yes, Jimmy’s mother was scared. Was she only scared? No, she was also worried. So, what was her reaction? Jimmy’s mother was scared and worried. How did Jimmy’s mother feel? Why?....”

Opportunities to Speak (cont.)

Develop a system to make sure that all students have an opportunity to respond

- Teachers should ensure that all ELLs have opportunities to speak
- Allow them to work with others and invite them to ask questions of you and others

Opportunities to Speak: Example

Comprehension Lesson

“We have read a story about animals hiding, and we learned why some animals hide. We also learned about how some animals hide. Think about one of the animals we read about and what it does to hide. Now, ***turn to your partner and take turns describing how the animal you chose hides.*** Good. Luis, ***tell me about your animal and how that animal hides.***”

Tap Prior Knowledge

- Build on what ELLs already know
 - They know a lot about a lot of things
- Activate prior knowledge before going into the lesson
 - Make students aware of the skills they already possess
- During the lesson, connect new knowledge to prior knowledge
 - Help them connect what they already know to the new skill

Prior Knowledge: Example

Comprehension Lesson

“We are going to read a passage about water and why water is important for humans. How is water used in your house? Why do you think water is important?”

Fluency Lesson

“Today we are going to read a list of words as fast as we can. Remember when we used to name letters as fast as we could? Now we are going to do the same but with words.”

Visuals, Manipulatives, and Non-Verbal Cues

- Use gestures, facial expressions, simulations, photographs, quick draws, and real objects
 - Teachers need not act out everything they say
 - Not all visuals and pictures are equally supportive of comprehension: avoid clustered visuals
- Move from concrete to abstract

Visuals, Manipulatives, and Non-Verbal Cues: Example

Phonemic Awareness Lesson

“We are going to play another game with the sounds of words. These four M&M’s that are on the table represent the four sounds in the word *snake*. Each M&M stands for one sound: /s/, /n/, /ā/, /k/. Now we will eliminate the first sound in *snake* [eat the M&M], and we will say the word without the first sound: *nake*.”

Key Vocabulary

Explain the terms ELLs will see in print or hear for the first time in a lesson

- Make sure that ELLs understand “key words” related to the content and the process
 - PA: blending, segmenting, initial, final, syllable
 - Phonics/word study: vowels, consonants, pattern, silent
 - Fluency: automatic, intonation, progress
 - Vocabulary: example, sentence, synonym, antonym, opposite, similar
 - Comprehension: story, character, setting, problem, solution, predict, visualize, etc.

Key Vocabulary (cont.)

- Review the terms in later lessons
- Include functional words (*copy, trace*) and abstract words (*this, that, then*)

Key Vocabulary: Example

Vocabulary Lesson

“Before we read today’s story, we are going to learn the word *chameleon*. Look at the word *chameleon* on this card. This is the word *chameleon*. Say it with me. A Chameleon is an animal that looks like a lizard. What do you know about chameleons? The most interesting thing about chameleons is that they can change the color of their skin to hide from other animals.”

Key Vocabulary: Example

Comprehension Lesson

“Today we are going to make predictions about the story we are going to read. We are also going to consider whether our predictions are likely to be correct. Do you know what the word *likely* means? *Likely* means that something will probably happen. ‘I am likely to get a stomach ache after eating too many candies.’ *Possible* and *likely* have similar meanings. *Not possible*, or *impossible*, are opposites of *likely*. If what you predicted is likely to happen in the story, then your prediction is likely to be correct.”

Adjust Speech

- Adjust English vocabulary and grammatical structures to meet ELLs' levels of English proficiency
 - Break down long, complex sentences into short simple sentences
 - Adjust your questioning style: avoid yes/no and rhetorical
 - Use names instead of pronouns
 - Enunciate clearly
- Use consistent language
 - This will allow ELLs to focus on the task

Adjust Speech (cont.)

- Use “lead statements” to help students know what is going to happen in a lesson
 - “We are doing two things before lunch. First, we are going to learn how to summarize a short selection. After that, we will complete one of our four centers.”
- Explain idiomatic and slang expressions

Accelerate their learning of English

Adjust Speech: Example

Modeling the strategy *visualizing*

Beginning English Level:

“The author makes a picture with words. If I close my eyes and think about what I just read, I see a boy and his dog doing things together.”

Advanced English Level:

“As I see the boy and the dog, they have a special relationship. They are together most of the time and love doing all kinds of things together. They work and play together.”

(Adapted from Roit, 2006)

Provide Practice and Application

Structure opportunities for ELLs to apply what they have learned

- Choral responding allows ELLs to practice without focusing too much attention on them
- Individual turns help teachers ensure that ELLs are able to complete the tasks independently

Provide Practice: Example

Phonics/Decoding Lesson

“Look at the three letters on this card: *i, n, g*. Let’s read this word part together: /ing/. When these three letters appear together at the end of a word, they indicate that something is happening right now, in the present. For example, if I can add *–ing* at the end of the word *eat*, then I have *eating*. For example, I am eating breakfast. Now, let’s add *–ing* to some words to make 10 more words all together. [Use 10 verbs: *walk, bark, sleep, fly, cry, look, wait, paint, dream, sing.*] Good. Now, each of you will take three cards and make three new words that end with *–ing*.”

Explicitly Teach What is New

Include explicit instruction of English as a language system

- Explicitly teach English spelling and decoding rules
- Provide ELLs with critical linguistic structures
- Explicitly teach new sounds
- Provide systematic and meaningful vocabulary instruction

Explicitly Teach What is New (cont.)

- Make sure ELLs have the critical language needed to perform the task
- Provide them with the essential linguistic structures

The cause is ...

The effect is ...

The main idea of the paragraph is ...

One detail in the paragraph is ...

... is like ... because ...

... is different from ... because ...

(Roit, 2006)

Explicitly Teach What is New (cont.)

Academic English is new for ELLs

- Use, and invite ELLs to use, conditional sentences and comparative structures
- Teach the meanings of terms that express relationships of size, direction, and order
- Prepositions!
- Teach words that express logical relationships
 - Therefore, however, unless, same, alike

Explicitly Teach What is New: Example

Comprehension Lesson

“Today we are going to learn how to sequence the events of a story so that we can retell it. We will use the words *first*, *then*, and *last* when retelling a story. When I retell a story, I can use these words to tell what happened in the beginning, what happened next, and what happened at the end. Let’s make sure we understand and can use these words correctly.”
[Practice using these words about what happened in this story.]

Effective Reading Instruction for ELLs

- Practices overlap: sound reading instruction benefits English language learners
- Practices that are critical to English language learners focus on language issues

Lesson Review

- We will review a reading lesson.
- As you read the lesson on the next slide, keep in mind the following questions:
 - How well does this lesson meet the needs of ELLs?
 - How can we improve this lesson for ELLs?
- We will use a handout to determine how this lesson can be enhanced.

Lesson Review

Discriminating Phonemes (first grade)

Practice with students isolating phonemes in words. Tell the students that they will hear two words that have only one sound that is different. Their job is to identify the sound that is different: the beginning, middle, or ending sound.

- Call out two words that differ in one phoneme only, such as *cat/fat*, *mop/map*, *rap/rat*.
- Have students identify the position—beginning, middle, or end—in which the differing phoneme is found.
- Have students say the sound that is different.
- Continue with more pairs of words.

Lesson Review (cont.)

General Principles of ELL instruction	Adaptations
Provide think-alouds and modeling	<i>Model several examples</i>
Set clear goals for learning and provide corrective feedback	
Provide opportunities to speak	<i>Think pair share, elbow partners</i>
Tap students' prior knowledge	<i>Remind ELLs of a similar activity</i>

Lesson Review (cont.)

Use visuals, manipulatives, and non-verbal cues	<i>Use chips to show the different positions, cards</i>
Teach key vocabulary	<i>Clarify the meanings of unknown words (such as mop, rap)</i>
Adjust speech	
Provide practice and application	<i>Make sure every student can practice twice</i>
Explicitly teach new skills, concepts, and English language structures	<i>Explicitly teach the different positions</i>

Adapted Lesson

(adaptations are in red)

Discriminating Phonemes (first grade)

Practice with students isolating phonemes in words. Tell the students that they will hear two words that have only one sound that is different. Their job is to identify the sound that is different: the beginning, middle, or ending sound.

- Ask students whether they know what beginning, middle, and end means. Have students identify the beginning, middle, and end using Elkonin boxes and chips.
- Using manipulatives, model for the students the task with the words *lake/make* and use a think-aloud to show them how to find the phoneme that is different. Exaggerate the sound of the phoneme to be isolated, such as *lllllake* and *mmmmake*.

Adapted Lesson (cont.)

- Call out two words that differ in one phoneme only, such as *cat/fat*, *mop/map*, *rap/rat*.
- Make sure students know the meanings of the words after the phoneme has been identified.
- Have students identify the position—beginning, middle, or end—in which the differing phoneme is found.
- Provide sufficient wait time so that all students have an opportunity to come up with the response.
- Have students say the sound that is different.
- Continue with two pairs of words for each student.

General Principles for ELL Instruction

Be sensitive to levels of English development.

- Provide “think-alouds” and modeling
- Set clear goals for learning and provide immediate feedback
- Provide opportunities to speak
- Tap students’ prior knowledge

(August & Hakuta, 1997; Cary, 1997; Gersten & Baker, 2002; Gersten & Geva, 2003; Gunderson, 1991; Lenters, 2004; Lira, 2000; Peregoy & Boyle, 2005; Roit, 2006)

General Principles for ELL Instruction (cont.)

- Use visuals, manipulatives, and non-verbal cues
- Teach key vocabulary
- Adjust speech
- Provide practice and application
- Explicitly teach new skills, concepts, and English language structures

(August & Hakuta, 1997; Cary, 1997; Gersten & Baker, 2002; Gersten & Geva, 2003; Gunderson, 1991; Lenters, 2004; Lira, 2000; Peregoy & Boyle, 2005; Roit, 2006)

Sheltered Instruction Observation Protocol- SIOP® An Inclusive Framework

Echevarria, Vogt, & Short (2004).: <i>The SIOP Model</i>.	General Principles of ELL Instruction as suggested by research.
<u>Components*</u>	Correlation with SIOP Components
<u>Preparation</u>	Be sensitive to levels of English Development Set clear goals for learning and provide immediate feedback Explicitly teach new skills, concepts and English language structures (Language objective)
<u>Building Background</u>	Tap into Students Prior Knowledge, Linked to prior learning Teach Key Vocabulary
<u>Comprehensible Input</u>	Provide Think Alouds and Modeling Use visuals, manipulatives, and non-verbal cues Adjust speech
<u>Strategies</u>	Scaffolding, non-linguistic representations Questioning strategies aligned to language development to assess and provide opportunity to respond to the content being taught
<u>Interaction</u>	Provide opportunities to speak. (Wait time) Grouping and Pairing students
<u>Practice/Application</u>	Provide Practice and application
<u>Lesson Delivery</u>	Pacing, Systematic and Explicit Instruction Active engagement
<u>Review/Assessment</u>	Review vocabulary, providing corrective feedback Assessment driven

Reflecting

Think about your ELL population

- What are the greatest challenges?
- What are their levels of English proficiency?
Do you see any patterns?
- What are your teachers' needs?
- What are ELLs' scores?
- What PD can you foresee your teachers will benefit from?

What Does Research Say about Current ELD practice?

- *Saunders, Foorman, & Carlson (in press)*
- Yet these were the times when students worked on academic language



Some Research Findings to Think About...



- A dedicated block of time to English language development precipitates greater ELL growth
 - A dedicated 30 minutes of English language skills instruction in addition to a reading block leads to significant growth in student reading skills (*Foorman & Saunders, in press*)
 - Link language skills instruction to the core curriculum
 - Focus on word order, tense agreement, and other syntactic skills

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